

The Correlation between Integrative - Instrumental Motivation and English Speaking Performance of English Education Study Program Students of Sriwijaya University

A Thesis By

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2019

**THE CORRELATION BETWEEN INTEGRATIVE - INSTRUMENTAL
MOTIVATION AND ENGLISH SPEAKING PERFORMANCE OF ENGLISH
EDUCATION STUDY PROGRAM STUDENTS OF SRIWIJAYA
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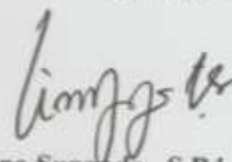
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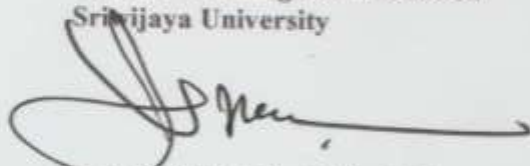
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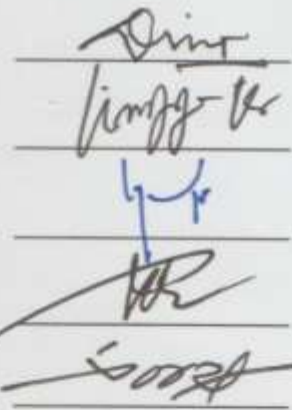
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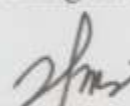
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THESIS DEDICATION

This thesis is dedicated to my parents, M. Elfi and Rusmawati who always encourage me to finish this study. Thank you for your support, prayers, patience, and everything. I know words will never enough to express how you both mean a lot to me and thank you for loving your daughter unconditionally. I love you so much.

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“Tak apa jika jalanmu lambat, asal jangan pernah berhenti”

“NN”

DECLARATION

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Certify and testify that the thesis entitled "**The Correlation between Integrative - Instrumental Motivation and English Speaking Performance of English Education Study Program Students of Sriwijaya University**" is my own work, I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Education of the Republic of Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court and have to have my bachelor title revoked if I am found to have plagiarism this work.

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The writer


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**The Correlation between Integrative - Instrumental Motivation and English
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Sriwijaya University**

ABSTRACT

Motivation has long been identified as one of the main factors affecting English language learning. This study aimed to find out the students of English education study program of Sriwijaya University are integratively or instrumentally motivated to learn English and to find out the correlation between the students' integrative and instrumental motivation and their speaking performance. This study was a correlational study with students' integrative and instrumental motivation as the predictor variable and speaking achievement as the criterion variable. Purposive sampling was used in this study to get the sample. There was 72 students of sixth semester students of Palembang and Inderalaya campus as the sample of the study. The data were analyzed by using Pearson Product Moment Coefficient Formula by using SPSS version 21. The result of this study showed that the students of English education study program of Sriwijaya University were highly integratively motivated to learn English than instrumentally with mean of the Integrative motivation ($M=42.4194$), and mean of instrumental motivation ($M=25.4000$). The result for the correlation showed that the r -obtained (0.094) was lower than value of r -table of 0.23 with $df=70$ and the p value of 0.432 was higher than 0.05 . Briefly stated, there was low correlation or almost no significant correlation between integrative and instrumental motivation of English education study program of Sriwijaya University and their speaking performance.

Keywords: integrative motivation, instrumental motivation, speaking achievement.

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CHAPTER I

INTRODUCTION

This chapter presents: (1) the background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background

Motivation plays a vital role in language learning without which even gifted individuals cannot accomplish long-term goals, whatever the curricula and whoever the teacher. Moreover, it has been widely accepted by teachers and researchers that motivation is one of the key factors influencing the rate and success of second/foreign language learning because it often compensates for deficiencies in language aptitude and learning. Thus, it might be said that all other factors involved in second/foreign language learning acquisition presuppose the effects of motivation to some extent. There have been many motivational definitions and each one refers to only partial aspects of it and not embracing all its components. Pintrich and Schunk (1996), for instance, refer motivation as a force that energizes sustain and directs behavior toward a goal. Dornyei (2003) also emphasizes the dynamic dimension of motivation and believes that research about motivation should also evolve over time. The essence is that motivation concerns the fundamental question of why people think and behave as they do, and we should never assume that we know the answer.

However, studies have shown that motivation, in fact is one of the most crucial as well as determining variables to be considered in language learning among university students. Principally, there are four distinct types of motivation concerned with second language learning– intrinsic motivation, extrinsic motivation, instrumental motivation and integrative motivation. Focusing on instrumental and integrative motivations, Redfield, Figoni and Levin (2009) claimed that the terms “instrumental” and “integrative” motivation were originally developed by Gardner and Lambert in the year 1959 to describe different motivational orientations.

According to Gardner and Lambert (1972), there are mainly two more important types of learning motivation: *instrumental motivation*, i.e., learning the language as an instrument to achieve practical goals, and *integrative motivation*, i.e., learning the language out of interest in or desire to identify with the target culture.

Integrative motivation is based on interest in learning foreign language because of a desire to learn about or associate with people who use it (e.g. romantic reasons), or because an intention to participate or integrate in the foreign language using speech community; in any case, emotions or affective factors are dominant (Saville&Troike, 2006). Motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes & Schmidt, 1991). It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used (Falk, 1978). This form of motivation is known as integrative motivation. It is also theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation" (Finegan, 1999). In contrast to integrative motivation is the form of motivation referred to as instrumental motivation. While both integrative and instrumental motivation is essential elements of success, it is integrative motivation which has been found to sustain long-term success when learning a second language (Taylor, Meynard&Rheault, 1977). In some of the early researches conducted by Gardner and Lambert integrative motivation was viewed as being of more importance in a formal learning environment than instrumental motivation (Ellis, 1997).

Instrumental motivation involves perception of purely practical value in learning the foreign language, such as increasing occupational or business opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school. Example: A professional designer in Chile who's just finished university and is willing to find a good job. He would

probably find different kinds of offerings to start working, but, there is one special for him, that will pay him very well and his economical situation will change enormously. However, there is one condition to be accepted on the job, the designer that was looked for, must have good English qualities. After analyzing this example, we can consider that learning English (as foreign language in this case), will be conducted by instrumental motivation, since the willing of having a good job and a good economical situation will impulse the learner to acquire an foreign language.

Brown (2000) makes the point that both integrative and instrumental motivation is not necessarily mutually exclusive. Learners rarely select one form of motivation when learning a second language, but rather a combination of both orientations. He cites the example of international students residing in the United States, learning English for academic purposes while at the same time wishing to become integrated with the people and culture of the country. Therefore, it is necessary to investigate EFL students' motivations for learning English.

According to Norris-Holt (2001), with instrumental motivation, the purpose of language acquisition is more utilitarian, such as meeting the requirements for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical material, translation work or achieving higher social status. On the other hand, integrative motivation describes learners who wish to integrate themselves into the culture of the second language group and become involve in social interchange in the target group.

Motivation appears in different fields all over the globe since centuries ago. It can be seen in people from all walks of life or individuals from distinct social prominences. For example, employee motivation occurs in any organization or company; money and promotion also function as motivator in the business field. Furthermore, in learning as well as to be skilful in a particular expertise, learners or trainees need the motivation to learn too; otherwise the learning process will not be successful.

As a matter of fact, in the education field, motivation has been extensively accepted by teachers, lecturers, researchers and other professions as one of the key aspects influencing the success of second language (L2) learning. Undoubtedly, both instrumental and integrative motivations are rudiments of success in language learning. Over the past century, countless studies and experiments regarding the relationship between the success of second language learning and the motivation of learner have been carried out worldwide by different researchers.

Seeing as both motivations are fundamental in language learning, this study is carried out, to identify which motivation has greater influence, more vital, and exists as a predominant phenomenon among these students.

To achieve success in education programs, it needs many settlements from many components and dimensions. One of them which can improve the quality of learning outcomes is the ability to identify the students' socio-cultural background, intelligence, orientation and including level of religiosity and learning motivation (Jaya, 2016). Motivation is an essential factor that plays a major role in achieving many fundamental goals in a student's academic life (Christiana, 2009). It is the pushing wheel of the learning vehicle that students ride to reach their educational objectives. English education students of Sriwijaya University are varied in terms of what has motivated them to learn English and their level of English speaking performance. There should be integrative and instrumental motivation types that encourage them to study English, and that may influence their performance in English speaking as a foreign language. As the integrative and instrumental motivations have not been investigated among this specific population yet, it is still unknown whether or not those types of motivation can affect the students' speaking performance in EFL. On the other hand, if the motivational factors influencing the students' speaking performance in EFL are identified, it will be possible to work on promoting and enhancing them in order to have more students join a university English language program and to develop their English proficiency level. The present

study is meant to determine what motivates English education students of Sriwijaya University to study English and also to see if this motivation has an influence on their speaking performance in EFL or not.

1.2. The Problem of the Study

The research questions of this study will be:

1. Are the students of English education integratively or instrumentally motivated to study English?
2. Is there any significant correlation between the English education students' integrative - instrumental motivations and their English speaking performance?

1.3. The Objectives of the Study

The objectives of this research are:

1. To find out whether the students of English education are integratively or instrumentally motivated to study English.
2. To find out the correlation between the English education students' integrative - instrumental motivations and their English speaking performance.

1.4. Significance of the Study

This study is important for university students since the findings of the research will provide a better prospect for the undergraduates in their ways of learning the target language. Besides that, it also helps the students to modify their attitude towards the language learning process and learn to cooperate well with their peers of a different learning motivation force.

At the same time, this study was significant for lecturers too, so that they will be aware of the underlying motivation of language learners. Also, they will be able to adapt their teaching styles in accordance to the students' motivation; in order to

create a better environment of language learning for the students, so that undergraduates can learn more effectively when the instructional delivery matches their attitudes towards the target language.

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